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ABSTRACT

The report is an evaluation of the economic content and teaching strategies in United States and world history textbooks that are used in grades 11 and 12. The study, conducted by the Center for Economic Education, University of Delaware, was part of a kindergarten through grade twelve assessment of the treatment of economics in social studies textual materials made under the direction of the Joint Council on Economic Education. The primary purpose of the project was to provide information that might lead to an improvement in social studies texts. A committee on social science curriculum specialists, an economist, and an economic education specialist selected and analyzed a representative sample of widely used United States and world history texts published after 1967. Content criteria used were those recommended by the Task Force report. Major findings indicate that although stimulating exercises with greater student involvement are replacing the passive narratives of the past, the economic content tends to lack analytical structure. The coverage of economics was found to be superficial and confusing. Related documents are SO 006 759, SO 006 760, and SO 006 761. (Author/RM)

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Economics in Social Studies Textbooks

An Evaluation of the Economics and the Teaching Strategies in 11th and 12th Grade U.S. and World History Textbooks

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Joint Council on Economic Education

ED 086588

James B. O'Neill

Economics in Social Studies Textbooks

An Evaluation of the Economics and the Teaching Strategies in 11th and 12th Grade U.S. and World History Textbooks

1973

Joint Council on Economic Education

COMMITTEE MEMBERS

The study committee responsible for examining the treatment of economics in high school United States and world history textbooks consisted of:

James B. O'Neill, Chairman
Director of the Center for Economic Education, University of Delaware

Harry Hutchinson
Economics Department, University of Delaware

Phil Mow
Social Studies Coordinator, Newark Public Schools

William Pulliam
College of Education and Department of History, University of Delaware

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Preface

Economic education is becoming a reality in the school curriculum. Rapid progress depends, however, on several factors including teacher competence in the area and materials adapted to the particular maturity level of the students. We have always believed that economics is a continuing sequence of study beginning with grade 1 and continuing through the undergraduate years. Efforts are being carried out to improve economic education at all these levels.

Through the years, teachers have stressed the need for good materials to help in achieving economic understanding by their students. The Joint Council and other groups have attempted to fill this need as is witnessed by the variety of bibliographies we have produced. These cover pamphlet materials, audiovisuals, games and simulations, and children's stories. Numerous teacher's guides have been produced. All these materials have been helpful. But the fact remains that the basic material for student study is the textbook.

Because of this and because of its desire to contribute to better economic education, The Sears-Roebuck Foundation agreed to sponsor the first authentic evaluation of economics in the social studies textbooks, grades 1-12. The report would be another milestone in the Joint Council's efforts to be of assistance to authors, publishers and teachers. By such an evaluation, guidelines for new texts and revisions of old ones would be established and the improvements that have been made slowly over the years in texts would be immeasurably accelerated.

The Joint Council expresses its deep appreciation to The Sears-Roebuck Foundation for the support it has given to this project. This is but one of a number of projects for the improvement of economic education that have been made possible by the Foundation over the years.

We are indebted to those who prepared the reports and they are identified in the text. The assignment was difficult and time-consuming and called for critical judgments. George G. Dawson and S. Stowell Symmes of our staff, who prepared the introductory chapter and shepherded the project to completion, deserve our appreciation as well.

The Joint Council will make every effort to cooperate in making the recommendations of the report a reality.

M. L. Frankel, *President*
Joint Council on Economic Education

April 1973

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PART ONE

General Introduction

This General Introduction was prepared by George G. Dawson, Director of Research, and S. Stowell Symmes, School Services Program, Joint Council on Economic Education.

In late summer of 1971, the Joint Council on Economic Education began intensive planning for an analysis and evaluation of the treatment of economics in social studies textual materials used in the elementary and secondary schools.[1] Financial support was received from The Sears-Roebuck Foundation.

Purpose

The primary purpose of the project was to provide information that might lead to an improvement in social studies texts. Numerous studies have been made of textbooks in recent years. In 1968, for example, *A Report on the Treatment of Minorities in American History Textbooks* was produced by the Michigan State Department of Education in Lansing. In 1970, Robert D. Price and Thelma Spencer reported on "Elementary Social Studies Textbooks and Their Relevance to the Negro Child" in *The Social Studies* (April 1970). In 1971, Michael B. Kane's *Minorities in Textbooks: A Study of Their Treatment in Social Studies Texts* was published by Quadrangle Books, Inc. Also in 1971 Thomas E. Fox and Robert D. Hess of Stanford University shared with the Joint Council the preliminary results of their study of the treatment of race relations, income distribution, political processes and ecological practices in social studies textbooks for grades 3, 5 and 9. And, of course, Norman Townshend-Zellner's study, "A New Look at the High School Economics Texts," was published in the fall 1970 issue of *The Journal of Economic Education*.[2]

While the Joint Council attempted to learn from other textbook studies, examining their procedures as well as their findings, it also hoped to avoid some of the practices associated with earlier work. In particular, it should be

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[1]For a forerunner to this textbook evaluation project, see "Economics in the Schools: A Report by a Special Textbook Study Committee of the Committee on Economic Education of the American Economic Association," *American Economic Review*, 53 No. 1, Part 2 (March 1963), Supplement.

[2]For other examples of textbook studies see Elizabeth Burr, Susan Dunn and Norma Farquhar, "Women and the Language of Inequality," *Social Education* (December 1972), 841-845; Foundation for Change, *Racism Rating: Textbook Evaluation by the Mexican American Education Commission*, New York: Foundation for Change, 1972; Indian Historian Press, *Textbooks and the American Indian*, San Francisco: Indian Historian Press, 1970; Michael Kane, *Minorities in Textbooks: A Study of Their Treatment in Social Studies Texts*, New York: Quadrangle Books, 1971; Task Force on Racism and Bias, *Criteria for Teaching Materials in Reading and Literature*, Urbana, Ill.: National Council of Teachers of English, n.d.; Will Scoggins, "The Anti-Labor Bias in Schoolbooks," *AFL-CIO American Federationist* (December 1967), 10-13; Albert Alexander, "Does the American History Textbook Still Wear a Grey Flannel Cover?" *Social Education* (March 1969), 300-305.

clear that the purpose of the Joint Council was *not* to mount one more assault on already beleaguered publishers and authors. Nor was it intended to gain publicity through sensational headlines reporting gross inadequacies on the part of the producers of text materials.

The Joint Council's aim was entirely a positve one. In the judgment of most of the committee members participating in this study and of the Joint Council staff members involved, the social studies textual materials of today are vastly superior to those of ten or fifteen years ago. Most authors and publishers have done a superb job in making their materials more interesting, attractive, relevant, scholarly and in tune with the newer teaching strategies. The purpose, then, was to make a good job even better. Hopefully, authors and publishers will be able to strengthen and improve the economics components of their materials with the help of this report. Textbook selection committees in the schools will *not* be told which is the "best" book to buy, but the report will alert them to the kinds of things they should be looking for if they are concerned with better economic education. Classroom teachers will be apprised of the strengths and weaknesses which texts have in the area of economics, and will thus be able to capitalize on the former and prepare to compensate for the latter. Teacher-training programs, such as economic education workshops and regular courses in methods, can use the report as an example of how textbooks can be evaluated and perhaps as a model for trainees engaging in similar studies. Those interested in research in economic education will find the report of value in tracing the history of the teaching of economics at the precollege level, and again as a possible model for their own evaluation and research efforts. Finally, organizations such as the Joint Council will be able to identify areas for which supplementary materials are needed.

Committee Selection

Four committees were selected by the Joint Council to study the materials and prepare the data for the reports. The membership was to include both economists and educators familiar with conditions and teaching practices at the relevant levels. Each of these committees was based at one of the Joint Council's affiliated Councils or Centers for Economic Education. The Committee to Study Elementary School Texts, chaired by Donald G. Davison, was based at the Iowa Council on Economic Education, The University of Iowa, Iowa City. The Iowa Committee included, in addition to Davison, an Associate Professor of Economics at the University of Iowa, the Social Studies supervisor from the Des Moines Public Schools, and six teams of teachers from Iowa schools. Each of the teacher teams was made up of two or three persons representing different grade levels. Some of these teachers are winners of Kazanjian Awards for the Teaching of Economics. Davison and his associates have had vast experience in preparing economics materials for elementary school use and in testing and evaluating such material.

The Center for Economic Education at Tufts University in Medford, Massachusetts, provided the Committee to Study Junior High School Materials. Chairing the Committee was George G. Watson, Jr., Director of the Center and a social studies teacher in Winchester High School, Winchester,

Massachusetts. The other members included the Deputy Chairman of the Economics Department at Tufts University, an Assistant Professor of Economics at Tufts, a middle-school social studies teacher, and a former director of social studies from the Winchester Public Schools.

The Committee to Examine High School Textbooks in Government and Civics, Problems of Democracy, Geography, Anthropology and Sociology was located at Purdue University, under the direction of Dr. Dennis J. Weidenaar, Director of the Purdue Center for Economic Education. The other members were the Director of the Indiana Council on Economic Education, an Associate Professor of Economics at Purdue, and an Associate Professor of Social Studies Education at Purdue.

Dr. James B. O'Neill, Director of the Center for Economic Education at the University of Delaware in Newark, Delaware, assembled and led the Committee to Study Eleventh and Twelfth Grade United States and World History Textbooks. It included a member of the University's Economics Department, the Social Studies Coordinator of the Newark Public Schools, and a Professor from the University's College of Education.

How the Committees Functioned

The selection of materials for examination was not a simple matter. The general plan was to include social studies textual materials intended for use as basic sources of information for students, along with materials developed explicitly for student and teacher use in conjunction with the selected texts. Pamphlets, games, audiovisual aids and other supplementary learning materials were to be excluded. Since high school economics textbooks have been evaluated already (see the Townshend-Zellner report), and since textbooks devoted entirely to economics are uncommon at the elementary and junior high school levels, materials intended specifically for the teaching of economics were not included.

The elementary school committee concentrated on textbook series published in 1968 or later. The 1968 date is somewhat arbitrary, but it seems reasonable to conclude that materials published before 1968 will be dropped by many school systems within five years. The Committee could thus concentrate upon texts which are fairly recent and upon revisions of earlier publications. In effect, then, the books examined probably reflect those which will be used more frequently in the 1970's because they are available, are on adoption lists, or will be on such lists. Most of the series were produced by major textbook publishers with a nationwide market. To ascertain whether or not the selected books are indeed being used, the Joint Council sent a questionnaire to over 100 school systems, listing the texts and asking the respondents to indicate whether the series is being used in toto, in part or not at all. Although it cannot be said with great confidence that the 50 systems which replied represent a truly random sample of American school systems, they do range from small (less than 2,000 pupils) to very large (572,000 pupils). Total enrollment in the reporting systems approaches 2.5 million pupils. If we can assume that this is a representative sample, the results of the questionnaire indicate that the selected series are widely used. The elementary committee planned to examine 12 series, but reduced this to ten

when material they considered vital to two of the series could not be obtained. Unfortunately, some new material was not included because it was not available in time. (This includes, for example, the revision of Lawrence Senesh's *Our Working World* series, which was not in print until 1973.)

The junior high school committee compiled a list from Bowker's bibliography of textbooks in print, wrote major publishers for copies of the titles identified, requested information on any new material that might be available, and made personal contact with publishers' representatives at the annual meeting of the National Council for the Social Studies. As a result, 39 books were obtained and examined. Again, 1968 was used as the cut-off date. Although works intended for senior high schools are sometimes used in grades 7, 8 or 9, these were not taken into consideration by this committee.

After having examined the Bowker list, the Committee on High School Government, Problems of Democracy, Geography, and Sociology and Anthropology books wrote to state education departments in the ten most populous states in the nation, asking for lists of the textbooks used. Four states replied (California, Indiana, Texas and Wisconsin). Any book used by at least two states was selected for study. In addition, this committee examined some new materials which are well-known but were not reported by the responding states, possibly because they are too new to have been widely adopted. An example is the material emanating from the High School Geography Project. The final selections were checked with several specialists in social studies education, who affirmed that the choices were probably representative of the most widely used materials or of materials which will probably be adopted in many school systems. Nothing predating 1968 was included.

The Committee on High School History Texts found 62 books in the Bowker listing published since 1967. Since it was not possible to examine all of them, the committee decided to select a sample. They also chose one book published before 1967, because this text is so widely used that it would have been unwise to exclude it. Other criteria were that the books be representative of those widely used in classrooms throughout the nation, that the authors be persons "respected in their fields," and that the materials represent works in which history is reinforced by other social science disciplines. Furthermore, the sample would have to contain books representing (1) the traditional, historical narratives still used in many schools; (2) historical narratives enlarged to include other social science disciplines; and (3) materials in which critical thinking/inquiry skills are systematically developed throughout. Nine books on world history were chosen. (There were 16 world history texts in the Bowker list.) Of the 46 United States history texts in the Bowker list, ten were selected.

The Joint Council questionnaire described above (in reference to the elementary school materials) was also used for the secondary texts, and the results would seem to indicate that the works chosen by the junior and senior high school committees are fairly representative.

The major problem for the committees was the decision on how to make the analyses of the selected materials. While the project was still in the planning stage, members of the Joint Council staff met to discuss this

matter. This group attempted to spell out the duties of each committee, to establish criteria for assessing the economic content of the materials, and to develop a uniform work sheet for committee use. Each committee was charged with the responsibility of selecting the materials to be examined; of reporting on the range of economics included in the texts, the relative emphasis upon various aspects of economics found within the books, the quality of the presentation of economics, and the suitability of the economics components for the intended users of the textbooks; and making recommendations for improvements, if necessary.

In considering the adequacy and appropriateness of the economics components, the committees were advised to use as a framework the ideas and concepts listed below. (These were obtained from James D. Calderwood's *Teachers Guide to Developmental Economic Education Program, Part One*, which in turn reflects the content recommended by the well-known Task Force Report. Calderwood's booklet was published by the Joint Council in 1964. The Report of the National Task Force on Economic Education, *Economic Education in the Schools*, is available from the Joint Council at $1.50 per copy.) This content outline was used for common reference. It was *not* assumed that each book should have all the ideas in it, nor was it considered essential that each series contain every concept in the outline. The books were not judged against the Task Force Report. The Joint Council simply wanted to know what was included and what was not, so that recommendations for the production of supplementary material could be made.

ECONOMIC IDEAS AND CONCEPTS

I. The Importance of Economics and the Nature of Economic Understanding

A. WHY ECONOMICS IS IMPORTANT
   1. Dealing with economic problems
   2. Making economic decisions
   3. Developing capacity to think objectively

B. WHAT ECONOMICS IS and WHAT IT IS NOT
   1. Economics as a social science
   2. Microeconomics and macroeconomics
   3. Abstract reasoning
   4. Scientific method and economic theory
   5. Statics and dynamics
   6. Value judgments
   7. Economic skills

II. The Central Economic Problem in All Societies: Wants, Scarce Resources, the Need for Decision-Making, and the Need for an Economic System

A. ECONOMIC WANTS
   1. Defined and identified

2. Their never-ending nature

B. CONSUMPTION, CONSUMERS, AND CONSUMPTION GOODS AND SERVICES
1. Meanings of terms
2. Consumption goods in contrast to capital goods

C. PRODUCTION AND PRODUCERS
1. Need for production
2. Meanings of terms
3. Middlemen as producers

D. PRODUCTIVE RESOURCES *or* THE FACTORS OF PRODUCTION
1. Land *or* natural resources
2. Labor
3. Capital goods *or* capital
4. Entrepreneurship

E. THE PRINCIPLES OF PRODUCTION
1. Technological progress
2. Division of labor *or* specialization
3. Labor productivity
4. Saving, investment, and capital formation
5. The principle of diminishing returns

F. SCARCITY AND THE NEED FOR DECISION-MAKING
1. The basic fact of economic life
2. Economizing or the allocation problem
3. Opportunity cost

G. THE NEED FOR AN ECONOMIC SYSTEM
1. An economic system defined
2. Any economic system must answer four questions
3. Economic systems vary widely

III. **The Modified Market Economy of the United States**

A. PRIVATE-ENTERPRISE ECONOMY
1. Private enterprise
2. Modified private enterprise or mixed economy
3. Free enterprise

B. PROFITS AND THE PROFIT MOTIVE
1. Profit
2. The profit motive

C. THE CIRCULAR FLOW OF INCOME
1. In general
2. Between business and the public
3. Between the public and the government
4. Between savers and investors
5. Significance

D. MARKETS
1. The market as an institution
2. Decentralized decision making
3. The market as a mechanism
4. The market as an organized situation permitting buyers and sellers to deal with one another
5. Supply and demand interacting upon each other
6. Some goods and services not provided through the market

E. DEMAND AND SUPPLY
1. Demand
2. Supply
3. Elasticity of demand

F. PRICES
1. Definition
2. Determination
3. Other terms
4. Changes as regulators of a price-directed economy

G. COMPETITION
1. Definition
2. Characteristics of a competitive market
3. Price competition
4. Non-price competition
5. Effects

H. MONOPOLY
1. U. S. economy not one of pure competition
2. Definition
3. Economic significance

I. PUBLIC POLICY TOWARD MONOPOLY
1. Responses to problem of monopoly
2. Basic philosophy
3. Dilemmas
4. Case of government regulation of business
5. Price fixing and quality control
6. Economic significance
7. Characteristics of regulated industries

J. ECONOMIC ROLE OF GOVERNMENT
1. Modified private enterprise
2. Regulatory function
3. Allocation of resources through taxing and spending (public receipts and expenditures)
4. Economic issues in deciding its extent (national defense, welfare, etc.)

K. OTHER MARKET IMPERFECTIONS
1. Advertising
2. Discrimination

IV. **Economic Growth and Stability**

A. ECONOMIC GROWTH
   1. Increase in per capita output
   2. Importance of rapid growth
   3. Productive capacity as a limiting factor
   4. Effective demand as a prerequisite

B. ECONOMIC STABILITY
   1. Meaning
   2. Inflation
   3. Depression and recession
   4. The problem

C. MEASURING THE PERFORMANCE OF THE ECONOMY
   1. Household budgets
   2. Balance sheet and income statement in bookkeeping and accounting
   3. Social accounting *or* national income accounting
   4. Gross National Product
      - Rate of growth
      - Real GNP *or* real output
   5. National Income
   6. Personal and Disposable Income
   7. Index numbers

D. MAIN FORCES DETERMINING THE LEVEL OF NATIONAL PRODUCTION AND INCOME
   1. Changes in total spending or total effective demand
   2. Fluctuations in private investment *or* business spending
   3. Variations in consumer spending
   4. Dynamic interdependence

E. FISCAL POLICY FOR ECONOMIC STABILITY
   1. Fiscal policy
   2. Government spending
      - Government purchases of goods and services
      - Transfer payments
   3. Tax changes
   4. Compensatory fiscal policy
      - Federal budget
      - Budget surplus or deficit
   5. National debt and public debt

F. MONEY, BANKING AND MONETARY POLICY FOR ECONOMIC STABILITY
   1. The nature and functions of money
      - Demand deposits *or* checking accounts
      - Money as a medium of exchange and as a standard and store of value

      Money spending and the velocity of circulation

2. Where does money come from?
    - Lending and investing activities of banks
    - Credit and debt
    - Bank reserves
3. How does the government try to control the money supply and for what purpose?
    - Federal Reserve System
    - Monetary policy *or* monetary management
4. Effectiveness of monetary policy
5. The role of gold
6. Cost-push and administered price inflation

V. Distribution of Income

A. MARKET DETERMINATION OF INCOME
1. Money incomes
2. Real incomes
3. Differences in income

B. ECONOMIC JUSTICE
1. Inequality in income distribution
2. Redistribution of Income

C. ROLE OF PROFITS

D. PERSONAL DISTRIBUTION OF INCOME

E. LABOR, WAGES, AND LABOR UNIONS
1. Labor productivity
2. Real wages and money wages
3. Unions and collective bargaining

F. FARM INCOMES

G. THE DESIRE FOR ECONOMIC SECURITY

VI. The United States and the World Economy

A. IMPORTANCE OF WORLD TRADE AND INVESTMENT TO UNITED STATES
1. Exports
2. Imports
3. International investment

B. BASIS OF WORLD TRADE

C. ECONOMIC PROBLEMS IN WORLD TRADE
1. Foreign exchange rates
2. The Balance of Payments
    - Deficit in Balance of Payments
    - Exchange control

3. Tariffs
   Protecting new industries
   Providing economic self sufficiency
   Protecting jobs and wages of domestic workers

VII. Other Economic Systems

A. THE SPECTRUM OF ECONOMIC SYSTEMS

B. THE CHANGING NATURE OF ECONOMIC SYSTEMS

* * *

The Joint Council staff members also selected a few textbooks at random and examined them in an effort to arrive at a feasible method of analysis. The result, after considerable trial and error, was a work sheet containing six columns with the following headings:

1. What concepts, generalizations and principles are treated?
2. Are the concepts important and treated in an analytical manner?
3. Is the order of the economic content systematic?
4. Are the economic concepts, generalizations and principles defined, stated or explained accurately?
5. How understandable and interesting is the treatment of the economics for the intended audience?
6. How useful are the teaching aids?

Other information called for on the work sheet included the authors and titles of the books, copyright date, number of pages (total), number of pages devoted to economics, courses and grade levels for which the materials are suited, and the name of the evaluator. Evaluators were also asked to attach to the work sheets statements summarizing their judgments and recommendations. A detailed statement of what was meant by each of the six criterion statements above was prepared and distributed by the Joint Council (see the Appendix, page 20).

In September of 1971, several members of the Joint Council staff met with the chairmen of the committees. Here, the committee chairmen were again apprised of their assignments and responsibilities, a tentative timetable was agreed upon, and the evaluative criteria were discussed. This was an important conference, for it was here that the 1968 cut-off date was decided upon, that selection criteria were established, and that methods of operation were developed. For example, it became clear that the criteria for the elementary school materials could not be identical with those for the secondary textbooks. This was because of the way in which the materials are written, and the fact that there is very little macroeconomics in books designed for kindergarten through grade six.

Although the work sheets and the established criteria proved valuable, the committees often found that departures were necessary in the case of individual publications which did not adhere to the expected patterns. The rigidities inherent in the work sheets were easily overcome by writing narrative evaluations. A single evaluator might provide as many as four different documents for each book he or she examined—the work sheet (Form A),

the "summary conclusions" sheet (Form B), a "recommendations and changes" sheet (Form C), and a narrative evaluation, if necessary. In some instances, two or more evaluators examined the same material, so that the comments on a given publication might easily run to many pages. Often committee members sought "second opinions" from other economists or educators (persons not on the committees) to validate their judgments.

After the work sheets and other "raw material" had been re-examined by each committee, and the essence of the individual reports consolidated into the four comprehensive general reports, most of the working documents were sent to the Joint Council. The reports were read by several members of the Joint Council staff. Their comments and criticisms were sent to the committee chairmen, who then provided further information or modified their reports in accordance with the comments and criticisms. Two educators outside the Joint Council, and not in any way connected with the project, were asked to read some of the reports. One reader is an experienced editor of social studies textbooks and materials. The other is a professor of education and head of the teacher-training division of a college in New York City. The first person received one of the reports; the second read three of them. They offered valuable advice on the way in which the reports should be written, and changes were made accordingly. Both of these educators expressed the opinion that the reports were well-done and should prove valuable to publishers and educators.

One Joint Council staff member selected one of the elementary level textbook series and several of the secondary books that had been examined by the committees and made an analysis himself. This does not imply a lack of confidence in the committees, but a desire to test the assessment procedures. The staff member studied and wrote his own evaluations of the materials, and then compared these evaluations with the work sheets and other individual reports submitted by the committees. His comments agreed with those of the committee evaluators in almost every respect. The committee evaluations of one of the elementary series were sent to a college professor who had served as a consultant in the development of those books. (The author could not be reached.) Although this educator explained that his involvement in the project had been marginal, he felt the committee's comments to be "accurate and fair." Efforts were made to obtain the reactions of some of the authors to comments on their works, but unfortunately this could not be done in time for this report.

Another means of checking an evaluation study is to compare the results with other research in the same area. No other study duplicates this one, but some others do overlap. In his study "Populism in High School Textbooks," Andrew C. Peiser found that history textbooks were "deficient in their analyses of basic economic issues. . ." (*Social Education,* April 1973, p. 308). Peiser was referring specifically to economic issues relating to Populism, but his findings do fit the pattern discovered by the committee evaluating high school history textbooks. The study by Fox and Hess, cited earlier, also agrees with the elementary committee's observations, where it is possible to make comparisons. In an article entitled "Curriculum Reform and Social Studies Textbooks" (*Social Education,* April 1973), Barbara Capron, Cheryl Charles and Stanley Kleiman comment on some of the

A.

Book title: _____
Author: _____
Copyright date: _____
No. of pages: _____ No. of pages of economics (if appropriate): _____
Course (s) or grade level: _____

WORK SHEET

CRITERIA

Sheet No. _____

Evaluator: _____
Date: _____

Note: Please attach summary judgment of this book (B), and recommendations (C).

I	II	III	IV	V	VI
What concepts, generalizations and principles are treated?	Are the concepts important and treated in an analytical manner?	Is the order of economic content systematic?	Are the economic concepts, generalizations and principles defined, stated, or explained accurately?	How understandable and interesting is the treatment of the economics for intended audience?	How useful are the teaching aids?

B.

SEARS-ROEBUCK TEXTBOOK EVALUATION
SUMMARY CONCLUSIONS

Book Title: _____
Author: _____
Copyright date: _____

Evaluator: _____
Date: _____
Use additional sheets if necessary.

C.

SEARS-ROEBUCK TEXTBOOK EVALUATION
RECOMMENDATIONS AND CHANGES

Book Title: _____
Author: _____
Copyright date: _____

Evaluator: _____
Date: _____

books examined by the economic education committees. It was not their intent to assess the adequacy of the economics content, but their general observations are very much in accord with those of the committees. One elementary level series which they examined was seen as coming "closer than most presently available to treating the social sciences in an interdisciplinary way." This series also made a highly favorable impression on the elementary committee. (The series was fairly strong in economics content. Perhaps it is no coincidence that one of the authors has a degree in economics and has taught economics at the college level.)

Summary of Findings

Elementary Level

The elementary materials committee generally had high praise for authors and publishers. They found "increased coverage and more systematic treatment of economic content in new textbook series." The primary level books (grades 1-3) were considered to be more nearly adequate in the development of economic concepts than the intermediate materials (grades 4-6), although some weaknesses continue to exist. Greater efforts should be made to strengthen the "development of simple relationships among key concepts." Intermediate level books were considered to be inadequate in their treatment of the market system, and some "misuse of technical concepts" was discovered. Some of the materials "are marred by inadequate or inaccurate definitions and by errors of analysis," and there is often an absence of "a well-developed economic model. . . ." Generally, the committee sees the need for sequential development of economic concepts from the primary grade through grade 12. The report ends with several practical suggestions whereby authors and publishers might strengthen their works in terms of economic content.

Junior High School Level

The junior high school committee thought that the newer books were excellent texts in many respects and generally superior to those of the past. However, it was also concluded that "most junior high school students will not attain a satisfactory level of economic understanding" from the social studies materials available to them. The pupils will learn some economics (for example, the existence of business cycles), and some economic history, but their knowledge will be confined largely to facts. The ability to analyze economic issues will not be instilled by the materials. An "absence of sequential concept development" was also found, along with a failure to define basic concepts adequately.

High School Level

Although the committee examining high school textbooks in government, problems of democracy, geography, and sociology and anthropology also found some improvement in some of the newer materials as compared with those of a few years ago, it was concluded that in general the books

"are unlikely to assist a student either to identify an economic problem or to use economic analytical processes." Basic economic concepts were found in all four subject areas examined, but it was also noted that "A good deal of economics is conspicuous by its absence." The committee found too many assertions "without criteria or support," inadequate explanations of economic terms, failures to distinguish between fact and opinion, and little in the way of analysis. Economics was not treated systematically in most of the material, there were errors of fact, out-of-date information, and misapplication of economic concepts. Some texts were praised, on the other hand, for their readable print, charts and graphs, case studies, and wide range of teaching strategies.

The high school history textbook committee concluded that the materials have "come a long way" in recent years in attempting to include more economics. Stimulating exercises with greater student involvement are replacing the "passive narratives" of the past. Unfortunately, however, the economics content tends to lack analytical structure. Some authors attempted to provide a conceptual framework to allow students to practice the use of the analytical tools of the economist, but their success was minimal. Although the importance of economics is recognized in the books, the coverage is too often superficial and confusing.

HOW TO USE THIS REPORT

Along with other textbook studies, this report can help to provide information on the status of existing materials and how they compare with earlier publications. Others doing similar assessments might be able to utilize the methods employed by the committees as they selected, examined and evaluated the books. It is unlikely that other researchers would be able to adhere rigidly to the techniques used by the economic education committees, but those techniques might well serve as a general model or at least offer some basic guidelines.

Authors and publishers should study the report very carefully, noting the kinds of things which the committees found to be less than adequate. In revising existing material and in preparing entirely new texts, the committee recommendations should be kept in mind. The Joint Council will *not* make public the comments made on any specific publication in a manner that would enable a reader easily to identify the material. However, authors and publishers may request copies of the working documents pertaining to their own materials. If possible, the Joint Council will send these (with the evaluator's identity removed), but it should be realized that it may not be possible for the Joint Council to honor all requests. In some instances the working documents are in a form that would require interpretation by the evaluator to have maximum utility for the author and publisher. This is because evaluators sometimes found it necessary or convenient to depart from the recommended procedures, used codes or shorthand of their own devising, and the like. The Joint Council can, in such cases, attempt to arrange direct contact between the committee and the author or publisher.

Textbook selection committees, classroom teachers, or others responsible for deciding on the materials to be adopted should find this report to be

a valuable resource. It must be realized, however, that the Joint Council cannot recommend a given text or series. Situations and needs differ greatly in various parts of the country, and even within a given system, school or classroom. Those responsible for textbook selection should first formulate feasible goals. Since it has been shown, beyond all shadow of a doubt, that economics can enliven and enrich every part of the social studies curriculum, that basic economic concepts can be learned at every level, and that economic issues intimately affect everyone, those goals should certainly include the promotion of economic literacy. It is then incumbent upon the persons responsible for materials selection to decide which publications can best help the teacher to achieve the established goals. This report can serve as a frame of reference, or a yardstick against which the texts may be placed. The basic question is: "All other things being equal (such as appropriateness of reading level and suitability of the material for the needs and interests of the intended audience), which text comes closest to meeting the criteria recommended by the economic education committee?" Of course, considerations other than economic content may take precedence. This can result in the adoption of material that is outstanding in some respects but relatively weak in economics. If this is the case, the report can be used by the teacher to identify the deficiencies in economics coverage and attempt to compensate for them. For example, if an economic term is not clearly defined and explained, the teacher should attempt to prepare an accurate definition and be prepared to explain it in a manner that the pupils will understand.

The Joint Council is also compelled to caution the reader against the *mis-use* of this report. First, the task of selecting and evaluating the materials proved to be much more difficult than anyone had anticipated when the project was being planned. Second, in spite of the impressive qualifications of the evaluators and the efforts by the committees and the Joint Council staff to assure objectivity and accuracy, no claim of infallibility can be made. It is possible that some mistakes were made. Furthermore, some of the comments had to be based on subjective judgments. Many parts of the studies simply do not lend themselves to quantification. For example, one book might devote twenty pages to economics while another devotes only ten. Yet, the economics in the latter might be more clearly explained, more up to date, and more closely related to important events than the material in the former. Thus, mere "none-counting" was often less helpful than the judgments of the evaluators, who have had vast experience in economic education.

Third, the concern of the committees was with the economics coverage in the materials. Thus, a book might be excellent in every other respect, but be severely criticized by the evaluators on the basis of its economics (or lack of it). Criticisms of a work because of inadequate economics, therefore, must not be generalized as criticisms of the publication as a whole. Indeed, some books which were found to be grossly deficient in economics made extremely favorable impressions on the evaluators in other respects.

Fourth, these evaluations are based upon the materials that were made available to the committees in 1971 and 1972. New editions of old books, and completely new materials, are being published all the time. Thus, the comments applying to a given publication might go out of date very quick-

ly. It is less likely that the generalized assessments will become "dated" in the near future, but certainly some modification may be necessary as new items are produced and placed on the market. Already, some new editions have appeared. (Some of these were examined by Joint Council staff members but, in these cases at least, the committee assessments would still apply. That is, as far as their economics coverage was concerned, the new editions did not differ substantially from the old.)

Fifth, the evaluators' judgments are relative rather than absolute. That is, the economics content of most social studies material today is better both quantitatively and qualitatively than it was in the past (there has been *relative* improvement), but it is not as good as it *could* be. Authors and publishers, then, are to be commended for their efforts to include more and better economics at all levels, but are strongly urged to improve even further. With the proliferation of Centers and Councils on Economic Education, the production of specialists in the field of economic education by a number of colleges and universities, the growing number of classroom teachers who are receiving instruction in the teaching of economics (as in the case of The Sears-Roebuck Foundation Fellowship holders), and the existence of hundreds of teachers who have submitted projects to the Kazanjian Awards Program for the Teaching of Economics, there is available to publishers a vast resource pool. There should be little difficulty in finding resource persons willing and able to help to develop the economics components of social studies textual materials.

Finally, the committee reports ought not to be used for commercial advantages. It would be a negation of the positive aim of this project if someone should attempt to identify the book to which a critical comment applies and use such information to promote the sale of a competing text. By the same token, if the subject of a laudatory comment is identified, that comment must not be used in the promotion of the publication. Although it is unlikely that any publisher will do so, the Joint Council must go on record as denying the right of anyone to use the reports for commercial purposes.

Readers are invited to submit comments, criticisms and suggestions to the Joint Council or to the committees directly. Ideas for improving these studies and the reports will be welcome. The Joint Council intends to continue to try to serve publishers and educators as much as possible. To the extent that commercially available materials do a better job in helping to teach economic analysis, the Joint Council's basic objectives are advanced proportionately. In its own publications program, the Joint Council will direct its scarce resources to the areas of greatest need. Through information provided by the evaluation committees and—hopefully—through reactions to these reports coming from teachers in the field, the Joint Council will be able to identify the areas in which there is a need. Of course, many of its existing publications are already helping teachers to fill gaps they find in the texts and other materials available for classroom use.[3] If a greater effort is required, the Joint Council will make that effort.

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[3]For example, see the Economic Topic Series, *Economic Education Experiences of Enterprising Teachers* (10 volumes), the Personal Economics Series, and other items on the current Joint Council *Checklist*.

APPENDIX

The Criteria Statements and Their Interpretation

1. What concepts, generalizations and principles are treated?

   To assure that each committee would focus upon the same set of concepts, the list ECONOMIC IDEAS AND CONCEPTS found on pages 7-12 was used. Books were not judged to be good or inadequate by how many of these ideas they covered, however. The list was designed simply to help identify the ideas that were included and the degree to which these concepts were emphasized. It could also be used to note the economic ideas omitted, but which might have been used to good advantage.

2. Are the concepts, generalizations and principles important and is each treated in an analytical manner?

   Does the book cover key ideas from the discipline of economics? Does it make a distinction between major and minor concepts? Is there more emphasis placed on such major ideas as scarcity, production, opportunity cost, income and market than on minor terms or processes such as "steel is manufactured in Pittsburgh" or "corn is grown in Iowa"? Are the economic concepts illustrated in terms of the pupil's experience? Are they merely descriptive or are they used to explain economic activity, problems or principles?

3. Is the order of the economic content systematic?

   Here, the concern is not for the initial order in which the concepts are presented in the materials, but the final understanding the pupils have of the economic content. For example, an author might want to introduce pupils to the concepts of scarcity and choice-making. Basically, these concepts deal with the relationship between wants and resources, and each could be examined separately. However, a systematic presentation would require that the pupils end up with a number of related ideas: (a) that people have many wants for goods and services; (b) that goods and services must be produced before they can be consumed; (c) that production involves the use of resources; (d) that resources are insufficient to produce all the goods and services wanted; and (e) that since resources are scarce relative to wants, choices must be made as to which wants will be satisfied with the available resources. Instances should be cited where the economic content is presented haphazardly, resulting in an unorganized presentation of unrelated bits and pieces of economic content.

4. Are the economic terms, concepts, generalizations and principles defined, stated or explained accurately?

   In assessing the economic content, note the following types of inaccu-

racies: (a) definitions which are irrelevant, incorrect, meaningless or incomplete in terms of future analytical possibilities; (b) factually incorrect statements; (c) incorrect or unsupported conclusions; and (d) the presentation of value judgments as statements of fact.

5. How understandable and interesting is the treatment of the economics for the intended audience?

   For what kind of audience is the material written? (For example, for middle-class third-graders of average ability.) Are the cognitive skills to be learned too easy or too difficult? Is the level of abstraction of concepts and generalizations too easy or too difficult? Is the curriculum content at an appropriate level of difficulty and interest? Does the author presuppose knowledge by the pupils which many of them might not have? Is there too much or too little repetition and reinforcement of ideas in the materials and activities? How would you rate the student material in terms of readability, clarity and interest?

6. How useful are the teaching aids?

   Does the teacher's guide clearly delineate the economic concepts, subconcepts, generalizations and principles to be developed in each lesson or unit? Does the student material directly relate to the objectives as stated in the guide? Does the guide contain sufficient background information for teachers to aid in their presentation or in their evaluation of student grasp of the economic principles, relationships or processes under discussion? Are new terms and concepts italicized, underlined or immediately defined in the pupil materials? Are new terms in close proximity with their definitions and applications in the text? Is there a glossary for pupil and teacher reference? If so, does it indicate at what grade levels these terms or concepts are introduced and how the concepts are expanded in the series? (This applies largely to elementary series.) Are there enough graphic or verbal illustrations to ensure student understanding? Are the discussion and study questions focused upon the economic concept, process and relationships as stated in the objectives of the lesson, or are they irrelevant, vague and lacking in focus? Is there evidence of special teacher requirements necessary for teaching the program? Does the author assume an understanding of content—knowledge, skills and value issues—which the average teacher may not have?

PART TWO

Report of the 11th and 12th Grade U.S. and World History Textbook Committee

Center for Economic Education
University of Delaware

Introduction

Although textbooks may not carry the significance attributed to them by Charles Judd when over fifty years ago he stated "there is no influence in American schools which does more to determine what is taught to pupils than does the textbook," our evaluating team does assume that textbooks are still very important to the teacher in the United States and World History classes. For the purpose of this study the following rationale for selecting textbooks was adopted:

1. Textbooks published after 1967, with the exception of *Record of Mankind*. (This book was selected for two primary reasons: (1) it is a book that best represents the traditional narrative of world history, and (2) it has been and continues to be a widely used textbook throughout the United States.)
2. Textbooks representative of books used in classrooms across the country.
3. Textbooks written by authors who are respected in their fields.
4. Textbooks representing the evolvement of transformation from the pure history book to one reinforced by other social science disciplines.

The selection process utilized the expertise of the educators. The committee members realize the selection of a representative sample is critical, thus, a list of all United States and world history texts for grades eleven and twelve was developed for each committee member. These lists were carefully studied and the committee attempted to obtain a representative sample. The resultant sample of textbooks, both United States and world history is one that the educators thought would provide the basis to determine the generalizations and implications regarding the coverage of economics. The selection rationale was to select books which represent:

a. Traditional historical narrative
b. History reinforced by other social sciences
c. Inquiry approach

Although economics may have been incorporated to some degree in the first two categories, it would appear that the authors made a sincere effort to include concepts of economics to reinforce or further explain historical events. The materials in category "c" used the methodology of the historian and

concepts from other social science disciplines, including economics, to give an added perspective where appropriate.

Our evaluation team consisted of:

Dr. Harry Hutchinson
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University of Delaware

Mr. Phil Mow
Social Studies Coordinator
Newark Public Schools

Dr. James B. O'Neill
Department of Economics and College of Education
University of Delaware

Dr. William Pulliam
College of Education and Department of History
University of Delaware

Two members, Dr. Pulliam and Mr. Mow, have been actively involved with social science curriculum work at both Indiana University and the University of Delaware. An economist, Dr. Hutchinson, and an economic education specialist, Dr. O'Neill, each have been actively involved in working with pre- and in-service social studies teachers.

The report is organized as follows:

1. Summary description of each world history textbook.
2. Generalizations regarding economic content of world history textbooks.
3. Summary description of each U.S. history text.
4. Generalizations regarding economic content of U.S. history textbooks.
5. Summary implications and recommendations for U.S. and world history textbooks.

SECTION 1

World History Summary Descriptions

The world history textbooks the review team included in their sample represent the three categories mentioned before. Traditional historical narratives are: *The Record of Mankind*, by A. Wesley Roehm, Morris R. Buske, Hutton Webster and Edgar B. Wesley (Lexington, Mass.: D.C. Heath and Co., 1970); *Man's Cultural Heritage*, by Paul Thomas Welty (Philadelphia: J.B. Lippincott Co., 1969); *The Human Achievement*, by Michael B. Petrovich and Philip D. Curtis (Morristown, N.J.: Silver Burdett Co., 1970).

The category of history reinforced by other social sciences contains: *Our Widening World*, by Ethel Ewing (Chicago: Rand McNally and Co., 1967); *The World Today: Its Patterns and Cultures*, by Clyde F. Kohn and Dorothy W. Drummond (New York: McGraw-Hill, 1970); *Our World Through the Ages*, by Nathaniel Platt and Muriel J. Drummond (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970); and *A Global History of Man*, by Lefton S. Stavrianos *et al.* (Boston: Allyn and Bacon, Inc., 1970). The third category of the multidiscipline approach is represented by: *The Shaping of Western Society*, by John M. Good (Edwin Fenton, General Editor) (New York: Holt, Rinehart and Winston, 1968); and *Tradition and Change in Four Societies*, by Richard Ford (Edwin Fenton, General Editor) (New York: Holt, Rinehart and Winston, 1968).

Traditional Historical Narrative

In one book, the authors maintain that the only history which makes any sense is universal history. Quoting Lecomte du Novy from his book *Human Destiny*, they claim:

> "The plant which represents its history grows its roots all around. They are sometimes strong, sometimes tenuous, and innumerable intercommunications force each country to participate unconsciously in the activity of all the others. This is truer in our day than a century ago, and will be still more marked in the future. An inextricable network of veins and arteries, invisible from the exterior renders all nations solidary with the whole. To isolate arbitrarily the history of one country is equivalent to sectioning these veins which are thus transformed into unexplainable stumps."

The authors have tried to present, within the limits of a one-year course, a world history that "makes sense" and contains no "unexplainable stumps."

The book is divided into several parts or units. It is a model of the traditional, historical coverage of Western civilization. Only two out of nine parts focus on historical events with economic implications, these being "The Industrial Revolution" and "The Machine Brings a New Industrial Age." Other parts contain minimal information related to economics, evidenced primarily in the late Middle Ages and the pre- and post-World War I eras.

In another text it is strongly contended that there is a need for Americans to know more about the people of Africa, Asia, the Middle East and Latin America in terms other than European colonization. One of the most important reasons for studying history, it is stated, is to enable one to learn from past events so we can educate our minds to deal more intelligently with the problems of today and tomorrow. Although these goals are noteworthy, a question must be raised: How can one objectively learn of the past, present and future problems of society without supplemental reinforcement from the social science disciplines such as economics? Ironically, this book contains the least extensive coverage of economics of the books evaluated.

A third book in this category is a long but readable text. The most distinguished feature of the book is a series of picture essays devoted to The Glory of Greece, The Machine Age, The Drama of Russia, Mexico's Heritage, The Moslem World, and The Diversity of India and China: Old and New.

Although the end of chapter and unit activities seldom delve into economic issues, this is not a major criticism of the book. Our primary criticism is the unrealistic assumption that a student could respond intelligently to the following question when the material prior to the inquiry has not provided the student with the economic framework of analysis. The question is:

> "In the early years of the Industrial Revolution, employers tried to buy raw materials as cheaply as possible, make as good a product as they could, sell at the highest possible price, and pay their workers as little as they could work for. Under the guild system of the Middle Ages, manufacturing was closely regulated and quality, materials, and prices were fixed by the guild. What were the benefits and drawbacks of each system?"

To expect students to respond to such a question is most unrealistic when nothing has been done to develop the mechanics of the market system or the implications of price fixing.

History Reinforced by Other Social Sciences

One book in this category is organized around seven cultural regions of the world: Far Eastern, Indian, Moslem, Slavic, Western European, Anglo-American and Latin American. Each of the seven regions is organized into three stages: the development of society through the middle of the eighteenth century, a detailed discussion of traditional society, and the con-

flicts within each region as each responds to the complexities of today's world.

Although the book provides some interesting case studies, it has one pronounced weakness in not providing the necessary charts and graphs for illustrating comparative economic statistics especially important for inquiry skills. The evaluators conclude that the student has not been provided with the necessary tools to understand the different peoples of the world. Although the anthropology is most adequate there are many instances where the discipline of economics would provide further enlightenment to the student's understanding of the world, especially during the discussion of Western Europe during the 17th century.

A second text is organized into three principal parts. The first section presents the world as a frame of reference to provide the logistics for the latter two sections dealing with the technologically advanced countries and countries currently in the early stages of technological and scientific development.

The expressed purpose is to help each student to acquire sufficient insight, skills and methods of inquiry to cope with new problems as they arise throughout his life. The work attempts to use inquiry problems that have short and long-term implications. The problems introduced are designed to be correlated with the needs and interests of the student. Such issues included are population and food supply, stages of economic growth and urbanization, along with regional political problems.

It is maintained that only when students can relate the facts of an individual cultural region to broader world patterns and processes will they have achieved a real understanding of the differences and similarities in ways of living from one region to another.

An interesting, readable narrative of world history is developed in a third work. The end of chapter activities have more detail than those of other texts reviewed and give some indication of attempting further to develop the creative abilities of individual students; nevertheless these activities have inherent weaknesses when applied to economic understanding. An example of weak economic application occurs at the conclusion of the section devoted to the Industrial Revolution. After the student has read the historical narrative he or she is asked to make reference to an economics textbook and "write a report showing that both big business and little business have their advantages." What the student is supposed to internalize after completing this activity is not clear to the evaluators. The inclusion of such activities not only further intensifies some of the misconceptions of students, but reinforces the "dismal science" reputation of economics.

In another text in this category it is contended that a western civilization book no longer suffices as a teaching resource to give students an understanding and an appreciation of the present in terms of the past. As a result, the text develops materials that present today's world in terms of global history—North, East, South and West.

Beginning with the third part, each region (America, the Middle East, India, China and Sub-Saharan Africa) is divided into four primary areas: basic facts, politics, economics and culture. As one reads through the economics section it becomes readily apparent that there was a desire to incor-

porate the discipline within the material, but it falls short of attaining this goal.

In fact, the economics section is exceptionally weak. Criticism is twofold. First, the concepts are not developed adequately. The concept of profit is discussed to introduce the student (without providing some prior preparation) to the market system. This does not provide the students with what Gagne refers to as "mental hooks" to help him or her fully to understand the concept. Secondly, in the unit on the Soviet Union one finds an occasional illogical comparison. An example occurs where the author concludes that if the U.S. were to adopt the Soviet planned economy "it would mean much higher taxes and much lower living standards." Objectivity is very important in any resource materials, especially textbooks.

Inquiry Approach

The overall objective of one work in this category is to help the student to develop into an independent thinker and responsible citizen. A "good citizen" should possess inquiry skills which enable him or her to distinguish truth from falsehood, it is asserted. In addition, the book is written to teach students a body of knowledge that will be useful to them throughout life.

Three primary areas are devoted to economics; these include a discussion of medieval society, the development of the market economy and economic growth in Britain.

Each of the lessons concerned with economics has specific knowledge objectives, which are useful to both student and teacher. Two sample objectives from the medieval economy are:

1. To know that every society faces the problem of scarcity.
2. To know that because of scarcity, every society must answer the questions of what goods and services will be produced with the resources it has; how its natural, human, and capital resources will be combined to produce these goods and services; and how these goods and services will be distributed among the people in the society.

The classroom activities and readings are selected and/or designed to lead students to the achievement of these objectives. Students discover that medieval men, too, had to contend with the basic economic problem of all societies, scarcity.

The purpose of another work is comparable to that of the one just described. Although each author in the seven other books evaluated stresses the importance of history in providing the framework to understand the problems of contemporary society better, few really achieve this goal.

This book, as part of a curricular package, is developed around source material related to four principal societies—South Africa, Brazil, India and China. The students, as they work with the book, are expected to apply inquiry skills (identify problems, develop hypotheses, and draw conclusions from factual evidence) to many different readings. The unit on India provides an excellent opportunity to utilize a multidisciplinary approach with

anthropology and economics. This can be exemplified with one of the major unit objectives on India:

> "Given data about India's human, natural and capital resources and about programs of the Indian government for economic development, to be able to identify areas of conflict between traditional values and the demands of economic growth."

With the above-given objective, the creative teacher can plot a variety of strategies to illustrate how cultural traditions maintained by one group may conflict with values maintained within the Western world regarding the attainment of economic growth.

SECTION 2

Summary Comments Regarding the Economic Content in World History Textbooks

As mentioned earlier in the report, the evaluation committee invested a significant amount of time selecting a sample of world history textbooks that would represent two primary goals:

1. Textbooks used throughout the United States
2. Textbooks which represent gradual evolvement from the traditional history narrative to a more student-centered inquiry approach

Within the context of this report, the objective is not to criticize an author for not including economics, only to point out illustrations where economic reasoning may be faulty. Although economics can be an important supplementary tool, it is not the objective of the committee to suggest that all history textbooks should have an economic framework. In summary, as each text was reviewed regardless of whether the author intended to emphasize economics or not, the evaluators examined the author's rationale, if it was stated, and then attempted to evaluate the overall coverage of economics.

The general findings of the textbooks are categorized and will be discussed in the following order:

1. Misuse or misunderstanding of economic concepts
2. Material presented or questions raised where students may not be cognitively prepared
3. Missed opportunities where students may have been able further to pursue problems or issues but were left in a vacuum.

As stated earlier, it is not the objective of the evaluating team to criticize books for not including economics in their discussion of world history, although most history text writers would agree that writing a book excluding economics is virtually impossible. As a result, even though some authors do not emphasize economics in their overview or preface to the book, they usually become involved with the discipline somewhere.

Several books can be included in this category. One is a very descriptive text with little economics integrated within the context of the book. Although economic topics are discussed relatively early with trade policy of the Egyptians, Babylonians and Greeks, later in the material, during a develop-

mental discussion of mercantilism, the following statement is made, "Although economists tell us that a country cannot prosper unless it imports as much as it exports. . ." First, such a statement is not only misleading but the author is using an erroneous association. No economist would support such a position since a favorable balance of trade (exports greater than imports) with developed countries would give some indication of a healthy, competitive economy. Certainly the United States and Great Britain are illustrative of countries that have gradually lost their competitive international position and would be receptive to an increase in their exports. In the theoretical world of free trade, all economies are able to experience more efficient use of their scarce resources if they take advantage of each country's absolute and comparative advantage.

In the same text another incorrect statement is made regarding the economic problems experienced by post-World War I Germany that would not carry the approval of John Maynard Keynes. With Germany attempting to reorganize a war-torn economy, the author states that the government printed money "instead of trying to balance the budget by putting higher taxes on those who could pay." Most economists, even non-Keynesian economists, would question the sanity of a policy-maker proposing a balanced budget during the depths of a depression.

The term capital has special significance to the economist and the meaning of this concept is difficult for the student to grasp. This misconception is evidenced within introductory college economics classes where most students have the tendency to equate capital with money, and one contributing cause may be history textbooks. Frequently, a discussion of early money and banking provides the entry for a discussion of capital. As one work puts it, capital ". . . in the economic sense, can be simply defined as money used to make more money." In another text, the authors correctly discuss how economic growth results from increases in capital. Very few economists can question this assertion, but the discussion continues by concluding that the lack of capital is associated with a shortage of money. The concept is further distorted when the following question appears: "How does a newly developing nation get the capital necessary to develop a modern industrial economy?" The book then states three ways: (1) save; (2) domestic wealth, jewels or objects of art can be made available to developing nations; (3) receive aid from outside sources.

Most economists would accept generalization (1) and (3), but (2) further intensifies the fuzzy thinking exemplified by many texts which contribute to many students' associating capital with money.

In another text, where some economic discussion is included, concepts often are incomplete. In discussing Latin American development, the opening sentence states: "An underdeveloped country is one with little capital, and therefore with low productivity." This statement does little to explain the concept of capital.

Another example of introducing a concept without adequate development is illustrated during the discussion of the Indian economy. "In the days of the Mughal Empire, the peasants had rented their land, in theory from the state, by paying a land tax. The amount was highly elastic. . ." After this introduction, the discussion of elasticity abruptly comes to an end.

Since the author is attempting to be resourceful and use economics, it is recommended that more time be devoted to developing the concepts (if not in the text, at least in the teacher's manual).

One frustration experienced in reading the textbooks was the inconsistency of textual information with the authors' introductory statements regarding the purpose of the ebook. Most authors stated in some general context that their book was attempting to provide an appreciation of world cultures, inquiry skills, better understanding of contemporary problems through past experience or some other commendable objective. The frustration experienced by the evaluator is—with the exception of two publications —that very few authors provide the opportunity for students to think critically, to analyze and to examine problems within the context of history and to relate them to their contemporary world. For instance, the author of one text attempts at various intervals to inject economic concepts beginning with the traditional economies of China and India. Frequently the relationships were incorrect, as evidenced by the mathematical applications illustrating the development of the early Chinese economy. Several examples are:

1. Natural resources + labor + direction = production
2. Raw materials of little value + large amounts of highly skilled labor = a product of great value
3. Small amounts of natural resources + small investment + large amounts of human labor = a valuable product

The first criticism would be that nothing constructive is achieved by including the formulae. Secondly, and most importantly, the implications of the formulae are incorrect. In formula 1 there is no mention of capital in the production function, again illustrating the previously held assumption that some historians do not understand the concept of capital and how it is related to the production capabilities of an economy. Formula 2, in succinct terms, is too vague to be useful. What is meant by "little value" inputs or "great value" outputs? In discussing formula 3 the author further states that "investment was kept as small as possible." Two questions could be raised:

1. What does the author mean by investment?
2. Why was investment kept "as small as possible"?

Misinformation or incorrect assumptions should be eliminated before publication.

Another criticism noted by the evaluators, is the failure to construct questions that focus on or reinforce material in the chapter. Frequently, the author fails to capitalize on opportunities further to develop areas or let the student become involved. This shortcoming is evidenced during the discussion of Europe in the 17th century. "Prices on some products rose continuously and sharply between 1600 and 1650, and the noble's rent income bought less and less." At this time, why not, within the scope of the activities, develop some inquiry skills by posing the question: If prices went up—why? Again, the specific strategy utilized is not critical. It is more important that the materials should provide a continual opportunity to satisfy the desire for learning.

Several other textbooks fail to capitalize on opportunities to relate his-

tory or provide the opportunity for further application. In a different text, the economy of the Roman Empire is discussed in relation to the dismal plight of the farmer resulting from the importation of the less expensive wheat from Sicily. "The price of wheat fell so low that Roman farmers could not raise enough to support their families and pay their taxes." The authors go on further to explain the resulting hardships where farmers were forced to sell their farms, flowing into the city and becoming a large segment of the poor, unemployed people. The incomplete development of the example is not included as a criticism, only as a representative sample of 1950 and early 1960 world history texts. Books in this vintage were generally not designed to provide inquiry lessons where history could be applied.

A further example of lack of developing the potential implications occurs in a book in which the author discusses the fifth century Athenians. "Athens might have been more prosperous if Athenians had known more about banking and business." The obvious question raised is what factors about money and banking would have enabled the Athenians to experience more prosperity. There are many statements where such implications are made, thus providing an excellent opportunity for the student to apply inquiry skills.

Although one widely read work gives evidence of incorporating sociology, political science, economics and anthropology within the historical content, it never analyzes an event or problem through a multidisciplined strategy. Too often, the material is safely compartmentalized into the politics, economics or culture section, without illustrating how a given problem might be examined through the eyes of the economist, anthropologist and political scientist. For example, in discussing the small, underdeveloped countries, a conjecture is made regarding the failure of the development of a strong urban business, white-collar and working class group. If this observation is factual, why not stop and ask *why*? Then analyze the problem by using the tools of the anthropologist and the economist to concentrate on why the middle class is virtually nonexistant in some Latin and Middle East economies.

Two texts present world history in an inquiry framework. One provides an interesting framework early in the text, where students are asked to consider how peoples of the world differ in their levels of economic development. The criteria used for classifying nations were (1) Gross National Product; (2) proportion of labor force employed in farming; and (3) per capita use of commercial energy. This classification system is presented in an early chapter and provides an opportunity for analysis and greater sophistication as the student progresses through the book and examines more mature economies.

If a teacher desires to use a text that includes an inquiry structure in which economics and other social sciences are applied, there is one series which would be the most suitable choice. The primary criticism of these materials is their failure on some occasions to relate economic issues to today's society.

In summary, the evaluators have observed varying degrees of economic content within the historical text of world history books. Some authors made concentrated efforts to include the tools of the discipline, while others

devoted fewer pages to economic material or issues. Regardless of the writer's intentions, very few were successful in providing "good" economics or a logical framework in using economic concepts when incorporated in the text.

SECTION 3

U. S. History Summary Descriptions

After the United States history textbooks were examined, the review team decided that the sample would represent the same three categories as were used in the evaluation of the world history texts. The category of historical narratives consists of: *The Adventure of the American People*, by Henry F. Graff and John A. Krout (Chicago: Rand McNally, 1970); *Our Nation from Its Creation*, by Nathaniel Platt and Muriel J. Drummond (Englewood Cliffs, N.J.: Prentice-Hall, 1966); and *American History Study Lessons*, by J. Abramowitz (Chicago: Follett Educational Corp., 1969).

The second category, those books which are primarily narrative with brief interspersed sections which focus on historical interpretation or social science processes, include: *America: A Modern History of the United States*, by F. Freidel and H.N. Drewry (Lexington, Mass.: D.C. Heath and Co., 1970); *History of a Free People*, by Henry W. Bragdon and Samuel P. McCutchen (New York: Macmillan, 1969 and 1973); *A History of the United States*, by R.C. Wade, H.B. Wilder and L.C. Wade (Boston: Houghton Mifflin Co., 1971 and 1972); and *Rise of the American Nation*, by Lewis P. Todd and Merle Curti (New York: Harcourt Brace Jovanovich, 1972).

The third category of books consists of those which focus on the processing of information, both primary and secondary, in arriving at interpretations of the period of time or the problem under investigation. These include: *A New History of the United States: An Inquiry Approach*, by I. Bartlett, E. Fenton, D. Fowler and S. Mandelbaum (New York: Holt, Rinehart and Winston, 1969); *The People Make a Nation*, by M. Sandler, E. Rozwenc and E. Martin (Boston: Allyn and Bacon, 1971); and *Amherst Project Units in American History*, by various authors (Reading, Mass.: Addison-Wesley, 1970).

Historical Narrative

The authors state in their preface to one textbook that it is written to "inspire" as well as to "instruct." It is a narrative which surveys the historical development of the United States from its early European beginnings to the present day. Although the prose is interesting, the text lacks the variety of style and student analysis found in some of the others. This book can be

described in Peter Schrag's terms as having the ". . . tone of a disembodied voice speaking in passive sentences; it fosters the widespread confusion that the text is history . . . ."

An opportunity for student involvement is illustrated in a unit which emphasizes the political development during the early Federalist and Jeffersonian period. Some rather interesting information from this time period pertaining to the growing Jefferson-Hamilton relationship is reviewed. The material presented provides an excellent structure for an inquiry lesson on the economic issues between these two political rivals.

The authors have attempted to draw out economic issues within the text narrative by adding short explanations in the teacher's edition. Those references are generally good, but their overall effectiveness is diminished by two unfortunate factors. First, some of the material provided in the supplementary explanations is misleading and sometimes erroneous. Secondly, a number of the teacher references, as well as the student text itself, suggest important economic issues to be discussed, but do not provide sufficient explanation for the teacher who is not trained in economics to be able to develop them accurately or successfully.

Another text is a narrative reviewing the development of the United States from its European ancestry to the present. The first unit chronologically describes events through the American Revolution. Although the book adequately covers the factors relating to the ability of the American colonists to wage war, the comprehensive, chronological approach, as evidenced in this section and throughout the book, is limited. Too much detailed material is included in the text at the expense of devoting sufficient space to developing an understanding of the underlying forces—especially economic forces—that led to particular episodes in American history.

Within a later unit the work descriptively develops the economic, political and social change from the Civil War to the turn of the century. A section in this area illustrates the somewhat idealized, romantic and patriotic overtones as characterized in the heading "Helping Hands from Many Lands Contribute to the Building of Big Business in America." The growth of Carnegie's steel company is presented as an illustration of industrial progress vaulting the United States to world leadership by the early 1900's.

Although the narrative is easily followed by the reviewer, the student of today needs more than a descriptive presentation of history. The reviewers strongly contend that casual references to important economic events will not help the student to gain a better understanding of the past in reference to the present or future. For example, government use of fiscal policy has important overtones regarding policy decisions presently being made. Yet, in this text, fiscal policy is passed off as "pump-priming" in a paragraph discussing FDR's economic policies. No mention is made of the conscióus utilization of fiscal policy for economic stabilization in the post-World War II period.

A third work was designed for students with achievement problems stemming from reading difficulty. Since this was prepared for a special audience, the organization description is more detailed. It is sequenced and paced to increase the potential for success. Each basic part begins with vocabulary development, followed by two or three questions which provide a focus for the one- or two-page reading. Each reading section (600-700

words) is followed by comprehension questions which ask for main ideas as well as recall of details. The comprehension sections also include application exercises for the vocabulary developed, and frequent opportunities for students to write brief paragraphs summarizing main ideas using the vocabulary learned in the lesson. One of the notable features of the organization of the readings sections is the summary of the previous reading which is the first paragraph or two of each new reading. Thus, although the readings are short, the flow of ideas is preserved. The brief summary paragraph reviews and reinforces the main ideas to be carried over to the new reading.

Keeping in mind the purpose of this item and the population for which it is intended, it does an adequate job of including economic concepts. Most economic concepts are treated descriptively in cause-effect explanatory ways. The only concepts that have been substantively presented are mercantilism, the effects of a tariff and the results of laissez-faire policy.

In summary, regardless of the intended audience, students should be developmentally provided with a process to examine social problems. Although the utility of routine and pacing by the student is appreciated, the reviewers conclude that more learning could have resulted if student activities would have provided more of an opportunity for application. For example, in one unit the issue of government regulation of business is identified by four pro and con arguments. This simplistic either-or presentation has the tendency of deluding the student with single-dimension solutions to multi-dimensional problems.

History Reinforced by Other Social Sciences

One text is an excellent example of work that combines the narrative with the analytic and synthetic process of history. The book artistically preserves the advantages of the narrative approach while also providing a guided experience for students in developing the skills of historical inquiry. Although the level of analysis in the text is more general than that in other books in the narrative category, the authors do provide the student with the opportunity to scrutinize the presentation relative to the sources available.

The first unit provides the opportunity to introduce and practice historical inquiry skills. Hypothesis formation, analytical questions, and primary and secondary sources are introduced, illustrated and practiced in this first unit.

The most complete discussion of economics as viewed through the eyes of the economist is developed around the New Deal. The authors begin early to point out the relationship to direct government intervention to modify economic cycles. In discussing the depression of 1819, the authors indicate:

> "For a hundred years the economy was to go through intermittent 'boom and bust' cycles. No one thought the government should try to intervene."

This theme of government noninvolvement continues to where the United States is recognized as a world industrial power.

The New Deal discussion is reinforced through a complete summary

presentation by an economic historian, who explains how Roosevelt was reluctant to break with past traditions of classical economists and involve government in the economy. The text provides a chart illustrating government tactics of regulating economic growth. This chart gives an excellent opportunity for the student to compare data with the economic historian's observations regarding alternative fiscal tools.

Although the text has little economic analysis prior to the Great Depression, it has many fine attributes. The authors provide a historical process and decision-making opportunities which assist the student with inquiry proficiency skills.

The 1973 edition of one of the most widely read texts as reviewed by the educator is essentially equivalent to the 1969 edition. Modifications occur late in the book where the Viet Nam war is discussed along with Nixon's first term in office. The authors use the expertise of a team of social scientists and include several sections spaced throughout the book entitled "History and the Social Sciences." To the extent that they provide data for student inquiry using the framework of various social sciences they are very useful. The reference to economics in this section, a meager paragraph, is devoted to relating the role of economics in the social science spectrum. It is weak and misleading as evidenced in the following:

> "A substance existing in nature has no importance as a resource until man gives it economic value, whether it is scarce, useful, or desirable. Thus the iron ore in the Mesabi Range was not a resource to the Indians of Minnesota, but the nearby Calumit pipe was."

How the above statement would aid the student in understanding the role of economics would be a just question. The reviewers conclude the text can be strengthened by expanding these sections in subsequent editions.

In one part the Jacksonian period is developed and economic growth is one of the focal points. Although the authors later develop W.W. Rostow's ingredients of economic growth or "take-off" concept:

> "new inventions, sufficient capital to build new factories, a class of businessmen able and willing to start new enterprises, a mobile labor supply, an increase in agricultural productivity and a transportation system to connect farms and factories"

little is done earlier in the text to develop the concepts necessary for economic growth. During the early 19th century economic growth is discussed without a complete development of the factors of production. This strategy seems somewhat inconsistent since the theme of economics is considered in later chapters.

This book is regarded as an excellent narrative presentation of U.S. history, but if economics is going to be included in history and social science sections, it should be expanded (or dropped completely).

There are two variations to another text. In the two-volume version the historical narrative is reinforced by primary and secondary readings at the conclusion of each chapter. The last chapter in the one-volume work includes a discussion of events during the early 1970's. Generally, both works would be ranked in the middle of United States history texts reviewed in terms of depth, clarity and quality of discussion regarding economic is-

sues. Very limited attention is devoted to economics, and teachers with little or no training in economics are not assisted with supplementary explanations while teaching the material.

Both versions of the text lack those activities that motivate the student, as evidenced in other texts containing source material, and the narrative is rather dull. The lack of assistance provided to teachers can be illustrated by the discussion of the twenties: At the conclusion of the narrative a pictorial section illustrates new technology applied to the building industry. Other data include graphs of motor vehicle registration, airline passengers carried, and school enrollment figures. However, the authors provide no suggestions to assist the teachers in utilizing these loosely connected data.

A different book represents an example of the response of publishers to the pressure exerted by critics of history textbooks during the 1960's. The modifications are accomplished with limited cover-to-cover revision. By inserting brief sections highlighting social science disciplines, sociology, geography, economics, political science and anthropology, the original historical narrative is preserved and the critics from the social sciences are temporarily satisfied. The social science sections are inadequate for two primary reasons: brevity and lack of conceptual development of the discipline. First, the authors explain the mutual goal of history and the social sciences:

> ". . . is to learn about human societies and to throw light on the behavior of human beings as individuals and in groups. [The role each social science plays is presented including economics.] An economist investigates the economic behavior of people in various societies and how they go about allocating and using their natural resources."

This explanation of the role of an economist not only misleads, but may further confuse, the student regarding how economics can be used to interpret history. Secondly, the "Nature of Economics," as discussed therein, does not come through to the reader. The sequence of concepts is in direct violation of the recommended flow of economic instruction as offered in the publication *Economics in the Curriculum* (New York: John Wiley & Sons, 1970), which can provide a framework for conceptual development. The following concepts: scarcity of resources, factors of production, Gross National Product, price, supply and demand, and market are defined but have little significance to the reader. The definition of factors of production refers to human and natural resources, but does not mention capital. Sections as illustrated above do little to improve economic literacy for the teacher or student.

One must assert that although the authors fall short of doing justice to the discipline of economics, they provide an excellent historical narrative utilizing their expertise. In future editions the social science sections should be expanded or dropped. In their present context they promise more than is evidenced in print. If these social science sections are expanded, students could become more involved in raising questions and processing data.

Inquiry Approach

In one noted work, although the economics content was limited, the reviewers concluded that the material presented an interesting and fresh ap-

proach to the study of history. This item represents an excellent, topical, issue-oriented primary source type of material for advanced history students. Although there is very little economics, most teachers would agree that the readings are successful with the "best" students. With subject orientation being directed to the better students, one would surmise that more capable pupils might find the primary source materials more challenging with the inclusion of economics.

An important pedagogical question raised in examining the process-oriented inquiry materials would be: Is it better for students to survey a lot of material and cover the topic or is it more advantageous to have an in-depth inquiry experience in a few areas and as a result stimulate the student to learn in related situations? The majority of the committee extends support to involving the student in the process of analyzing the data. But although educators point out that processes of analysis may be transferred from one social science to another, the economists contend that the analysis process might have been strengthened by including more economics.

The committee examined a text which was one of the first inquiry-directed American history books to be published. Although earlier "documents" and "readings" editions were published, this package provided the leadership for incorporating theory and practice with the "new social studies."

One of the highlights of the text is the introductory section designed to help the student define and practice the principal tasks of the historian. Many texts in attempting to incorporate other disciplines should follow this procedure, as this void was especially evident with the discipline of economics. If conscious efforts were attempted to develop the tools used by economists, students would learn that the processes and the kinds of questions asked by economists are useful for further inquiry.

Each chapter of the text begins with a statement identifying the issues raised throughout the material, followed by selected sources shedding light on issues. Questions designed to stimulate thought are provided in the text. Each chapter concludes with a historical essay which briefly reviews interpretations of issues covered in the chapter.

Although other publishers have developed competitive models of this text which include more color in the illustrations along with more variety in the cognitive processes, this book is still excellent.

In reviewing one new publication, both the economist and the education specialist concur that it represents the wave of the future in American history textbook writing. However, they come to different conclusions regarding the book, since some of the primary and secondary readings may emphasize extremes of the economic and social spectrum rather than a general representation of society focusing on an important issue with links to traditions in the past, developments in the present and prospects in the future. Issues related to the central unit question are developed as primary and secondary sources including paintings, pictures and graphs. Students are introduced to important learning skills such as differentiating fact from bias, techniques of persuasion, decision-making, use of primary and secondary accounts, hypothesis-formation, gathering evidence, photograph-reading, dealing with definitional problems, comparing and contrasting interpreta-

tions, searching for value positions, along with other cognitive processes.

The economist would opt for more developmental inclusions of economic concepts with less emphasis on the sociological aspects. For example, industrialization receives considerable attention in terms of a social evaluation but limited attention is devoted to the economic causes and effects. The discussion, although very interesting, leaves the reader with the impression that the U.S. industrialization process generated extreme amounts of wealth for a very few and poverty for the remaining portion of the population. The excerpts chosen by the authors tend to represent extremes and thus the reader is left without a well-balanced understanding of how the "average" member of society viewed industrialization. This aspect of the industrial age could have been averted by a systematic presentation of economic data. The reviewers conclude that the book can be strengthened by including a section for teachers, or an economist might examine and study an issue or event that has economic implications.

SECTION 4

Summary Comments Regarding the Economic Content in United States History Textbooks

The evaluation committee used the same rationale in selecting both the United States and World History textbooks. In review these goals were:

1. Traditional historical narrative
2. History reinforced by other social sciences
3. Inquiry approach

Also built into the sampling process was the inclusion of materials designed for students of varying abilities. Recognizing differing philosophies of the educational specialist and the economist, the report attempts to synthesize the comments of each without losing the primary objective of the report—to evaluate the economic content coverage of the textbooks.

The textbooks are classified into the same categories as the world history textbooks:

1. Historical Narrative
   The Adventure of the American People
   Our Nation from Its Creation
   American History Study Lessons
2. History Reinforced by Other Social Sciences
   America: A Modern History of the United States
   History of a Free People
   A History of the United States
   Rise of the American Nation
3. Inquiry Approach
   Amherst Project Units in American History
   A New History of the United States: An Inquiry Approach
   The People Make a Nation

The general findings on the textbooks are categorized and will be discussed in the following order:

1. Misuse or misunderstanding of economic concepts
2. Material presented or questions raised where students and teachers may not be cognitively prepared

3. Missed opportunities where students may have been able further to pursue problems or issues

Although the educator and economist may disagree pedagogically on when, where and how the social science of economics may be included in the context of United States history, both would agree that the materials should not give and perpetuate misinformation. Each of the textbooks reviewed contained incorrect statements regarding economics. This is not meant to conclude that all books were less than adequate, only to point out the need for future revisions. The most flagrant errors appear in three conceptual areas: money and banking, depression and the New Deal, and inflation.

A text in the second category has an excellent opening discussion regarding specialization in the New England, Middle and Southern colonies. The net gains of specialization are discussed so that students can begin to assimilate the resulting gains to colonists. Several pages later, the authors present reasons for motivating Englishmen to seek a better life in the New World. They point out that people were finding it hard to make a living in England. Their problem is partially attributed to the inflationary conditions of the times. "Prices were high. Gold and silver from the New World had greatly increased the money supply in Western Europe." Such a statement incorrectly defines inflation as a rise in the money supply and further implies that rising prices are a result of inflation. Within a text in the first category, attention is directed toward the expansion in the paper money supply during the Revolutionary War:

> "The tremendous issue of paper money without any real backing caused a sharp rise in prices. This situation, called inflation, caused the value of the paper dollar to drop to two cents."

Later the theme of backing paper money is illustrated: "The printing presses had turned out so much paper money without gold or silver to back it up that paper money had become almost worthless." The authors further intensify their questionable economic ideas about money value and gold during the discussion of the New Deal and Roosevelt:

> "He then tried to manage the currency by reducing the gold content of the dollar to about 59% of its former value. In theory, this so called cheaper dollar should have caused a sharp rise in prices. It is true that for this and other reasons, prices and exports rose in 1933."

It is evident from the three quotations that the authors are misconceptualizing what determines the value of money and could have avoided this by including a brief discussion about money and what affects its value. A more accurate discussion of the issuance of greenbacks following the Civil War occurs in the previously mentioned text in the second category, where the value of money is related to the productive capacity of the economy:

> "The democrats in general believed that the government should increase the supply of money fast enough to keep pace with or even outstep the production of goods."

The understanding of money and value would provide an excellent oppor-

tunity to have students examine different inflationary time periods in U.S. history and develop hypotheses and then analyze them through the conceptual framework of economics and attempt to determine some of the causes of fluctuating values in currency.

Another text in the second category does attempt to relate the supply of money and resulting prices. "If the total amount of goods and services (T) increase faster than the money supply (M) prices will go down. This is deflation." Although the authors have attempted to explain a principle in money and banking, this simplistic definition can be misleading to the reader.

The United States history books cited previously regarding money and banking may provide a partial explanation as to why students on entering the introductory college economics course have initial difficulty understanding the function of money and what determines its value. Future textbooks should not only correct these misconceptions regarding money, but in addition should provide meaningful exercises, preferably through the use of inquiry skills where the tools and concepts of the economist can be used.

Throughout the textbooks analyzed, one could observe some authors sincerely striving to pull themselves away from dull, often dry, chronological narratives and toward some meaningful activities for students. The last-mentioned textbook in the second category attempts to accomplish this involvement by including in graphical form numerous economic statistics of interest to current teachers. However, the teacher has been left in the dark, since a framework for analyzing these statistics has not been provided for him or her. The book attempts partially to solve the teacher's dilemma by including a glossary of terms. The definitions are often weak or incomplete, as illustrated:

> "Inflation (economics) The act of inflating the currency. Thus by printing so much worthless continental currency the Continental Congress caused runaway inflation."

Not only is the glossary definition of inflation incomplete, but it provides little information to the student studying the economics section in the last chapter.

Although another text in the second category has an above average discussion of more recent U.S. history, such as the Federal Reserve System, the Great Depression and the New Deal economic issues, there is a somewhat questionable section dealing with the Great Depression, wherein it is alleged that manufacturers produce more than can be consumed. The authors, in explaining the section, relate that this was partially due to problems with the market and lack of bargaining power of organized labor. One recommendation for text writers at this juncture would be to ask what role the government should take and compare the recommendations with what historically occurred.

Some authors experienced conceptual difficulty discussing the New Deal policy following the Depression. A third textbook in the second category discusses Roosevelt's policies during the New Deal:

> "The New Dealers used three different methods for financing their

> relief, recovery and reform programs. One method was inflation. Although Congress authorized President Roosevelt to print paper money he never did so. He did, however, decrease the gold content of the dollar."

This open-ended statement may be misleading to the reader since it implies that the government was using inflation to combat the Depression. Also, the reduction of the gold content of the dollar could be confusing unless further developed.

Several examples of presenting material where the students or teachers may not have the cognitive skills fully to understand or explain can be cited. Although a textbook in the third category has excellent material to develop one's inquiry skills, some additional recommendations can be made. First, an example on the positive side occurs where the American farm development is related to a more complex market economy. The introductory material reviews the interrelationship between agricultural production and an expanding industrial economy. Through the use of historical narratives along with related data the framework is provided for student analysis.

The thoroughness of presentation for inquiry (conceptual framework and data) is sometimes lacking in other sections of the text. The tariff is an example. The material could be presented more effectively if a brief discussion of (1) what a tariff (or quota) is and (2) how such trade restrictions affect various groups in the economy (consumers, import competing industries, other industries, and the government) were included. This would make the issue more interesting and relevant to the student. In addition, if students and teachers are properly prepared with an analytical framework by the materials, misconceptions concerning free trade and protection are less likely to occur.

Another example of open-endedness resulting in possible confusion for the student occurs in a different text in the second category. After a discussion of the second Roosevelt Administration and the past 1936 New Deal developments, a brief review of the basic methods used to revive an economy is presented. However, the reader is left somewhat in the dark without more analysis when confronted with alternative tools used to alleviate the depression (inflation, deficit spending and taxing).

The conclusion of the unit in the "History and Social Sciences" section reviews the interpretation of the New Deal from the perspective of looking back forty years. The conclusion reached appears to be that

> "the most significant legacy of the New Deal is the firm consensus today of most political leaders and of the great majority of Americans that in case of a threatened economic recession or depression it is the duty of the federal government to take all measures necessary to restore prosperity to the country."

However, the treatment of various reform movements as illustrated in the example above fails to include a consistent developmental framework for economic theory which provides the analytical tools to examine fiscal policy alternatives.

The necessity of developing a conceptual framework can also be illustrated in another text in the third category. Using primarily the resource of an editorial from a newspaper, the problems of industrialization in the late 19th century are discussed.

> ". . . says that out of 4,649 type-setters formerly employed in the state in offices that have since adopted machines, 2036 have been thrown out of employment. In the face of such facts, it is simple lunacy to claim that machinery does not displace men in modern production. . . ."

Nothing within the text provides the student with the analytical tools to examine both the costs and benefits derived from the process of industrialization.

In the final work in the third category which relies extensively on primary and secondary source material, and student analysis, the need for providing an economic framework for analysis becomes increasingly evident. Several examples can be cited to illustrate this need. First, an excellent quote is given from Jefferson's 1782 papers regarding the real costs of wars:

> "Never was so much false arithmetic employed on any subject, as that which has been employed to persuade nations that it is in their interest to go to war. Were the money which it cost to gain, at the close of a long war, a little town, or a little territory, the right to cut wood here, or to catch fish there, expended in improving what they already possess, in making roads, opening rivers, building ports, improving the arts, and finding employment for their idle poor, it would render them much stronger, much wealthier and happier. This I hope will be our wisdom."

The quote illustrates how certain problems, such as conflict, continually plague mankind. The opportunity to examine the costs and benefits of war is apparent, but not provided within the context of the material. In addition, within the same publication, the economic effects of the embargo are discussed with accompanying data with very limited explanation. Although some good questions are raised in the teacher's manual, the economic aspects of the embargo are not developed. Student and teacher could derive much more if such concepts as the alteration of factor proportions (land, labor and capital), the stimulus provided to domestic manufacturing, and the resulting depression, once the embargo was lifted, could be treated more systematically.

As mentioned in the introductory paragraph, all texts sampled contained some errors or misleading statements regarding economics. Many of these errors can be corrected through editing. The real problem of the future is to present textual material that enables students to be challenged, to think and to analyze. To be able to do this effectively in economics, textbooks using the inquiry technique exhibit the greatest potential. But to be able to achieve their objectives more background information must be provided to help students and teachers with the tools of analysis.

SECTION 5

Summary Implications and Recommendations for United States and World History Textbooks

When considering the textbooks surveyed by the evaluation team, one may conclude, borrowing from a frequently heard advertisement, "We've come a long way baby." Both U.S. and world history books, but especially United States history, make attempts to include economics and other social sciences through narrative or through applying the tools through inquiry lessons. Too many of the world history books fall into somewhat of a biblical, passive form of prose as so deftly expressed by Peter Schrag:*

> What is lacking in most critiques of history texts. . . is an examination of the concept of the textbook itself. For it is not simply the contents that go wrong, it is the tone. Take it from another masochist who has subjected himself to these volumes—history textbooks are bad, not because they are too biased, but because their biases are concealed by the tone. History texts are written as if their authors did not exist at all, as if they were simply the instruments of a heavenly intelligence transcribing official truths. The tone of the textbook is the tone of a disembodied voice speaking in passive sentences; it fosters the widespread confusion that the text *is* history, not simply a human construct composed of selected data, interpretations, and opinions. It is because all textbook authors feel compelled to write in the sterile context of the operating room that their products turn out to be so objectionable.

Most of the books reviewed were either revised or written since these criticisms were presented and one can observe that the future trend is clearly removing the shackles of passive narratives to more stimulating, student-involved exercises. Books are beginning to include source selections, "History and the Social Sciences," "Decision Making" sections encouraging student involvement and pulling away from the tone of the "inevitable occurrance" of the events described in the narrative. Some of the "new histories" (better, as viewed by this committee) minimize the narrative treatment and often include it as another source with which the inquirer

*"What happened on Lexington Green: An Inquiry into the Nature of Methods of History," *Saturday Review* (Jan. 21, 1967), 32.

wrestles before arriving at his interpretation of the development of analysis.

From the perspective of economics the most serious omission in all the books reviewed is the lack of any analytical structure from economics as a discipline. Although important in all three classifications (Historical Narrative, History Reinforced by Other Social Sciences, and Inquiry) the provision of some analytical framework is especially important in the latter two classifications. If students are expected to raise the kinds of questions and concerns held by economists, then they must be provided with some conceptual framework to allow them to practice and repractice utilizing and applying the tools of the economist to the source material. Although attempted by several books, none was completely successful in providing this necessary ingredient. The consequences of this grave omission result in the learner being deprived of a valuable frame of reference for interpreting the richness of mankind's past experiences.

The evaluation committee maintains that internalizing economic concepts does not result from merely inserting more economics in the narrative or by including two or three-page explanations of the role of economics in the social sciences. This method of coverage does little for the student or the teachers. The role of economics probably can be effectively conveyed either through the teacher's guide or more extensive coverages within the student text. The critical factor in the total learning process is to develop a strong nucleus and have students build upon good foundations. Too often books recognize the importance of including economics, but the coverage many times is superficial and possibly results in confusing and misleading conclusions regarding events and issues in the United States and World History texts.

Although one book refers to work done by the Joint Council on Economic Education, several of their publications would be useful for teachers, authors and publishers to use as a reference. First, to lessen the void where books did not provide a conceptual framework for economic issues, it is recommended that the above-mentioned make use of the Joint Council on Economic Education's book *Economics in the Curriculum: DEEP* (New York: John Wiley, 1970) especially Part I, "Economic Ideas and Concepts," as an excellent summary reference for economic concepts. This work presents simple conceptual statements, illustrates why the concept is important and how it fits into the overall framework of general economic understanding. Another useful reference for U.S. history teachers is *Teaching Economics in American History* (New York: Joint Council on Economic Education, 1973). This is an especially useful guide designed to help the teacher to incorporate economic concepts into the panorama of American history.

The concensus of the committee regarding the complete and accurate coverage of economic principles in the history course is succinctly stated in the Introduction to *Teaching Economics in American History*, "a knowledge of basic economic principles will give greater meaning to the historical events stressed in every high school textbook."

APPENDIX A

Personal Data of the Committee Members

James B. O'Neill, Chairman of the Committee to Evaluate High School History Textbooks, is Director of the Center for Economic Education at the University of Delaware, Newark, Delaware. From 1963 to 1967, Dr. O'Neill taught social studies in the secondary schools of Portland, Oregon. In 1968 he assisted in teaching a summer workshop in economic education for teachers at Roseburg, Oregon. From 1967 to 1971, James O'Neill was at the Krannert School of Industrial Administration, Purdue University, West Lafayette, Indiana. At that institution he was the Administrative Coordinator for the Experienced Teacher Program in Economic Education, taught economics, and served as Associate Administrator of the NSF Junior College Teacher Program in Economics. The Krannert Teaching Award was won by Dr. O'Neill in 1969-70 and in 1970-71. He also received economic education fellowships at Carnegie-Mellon University (1966) and at Purdue (1967-68). Dr. O'Neill's research and publications include cost-benefit analyses in educational administration, and in 1967 his *Eighth Grade Guide to Economic Education* was published by the Oregon State Department of Education. He received his B.S. degree at Portland State University in Portland, Oregon, a Master of Education degree from Oregon State University in Corvallis, the Master of Arts in Teaching degree from Purdue University in West Lafayette, Indiana, and the Ph.D. in educational administration (with a minor in economics) from Purdue.

Harry D. Hutchinson is Professor of Economics at the University of Delaware, where he has been teaching since 1959. Previously, he taught at the University of Michigan. In 1971 he was serving as Director of the Delaware Center for Economic Education. Dr. Hutchinson received his B.A., M.A. and Ph.D. (all in economics) from the University of Michigan.

Philip L. Mow is currently Social Studies Coordinator for the Newark Schools, Newark, Delaware. He taught history in the secondary schools for many years, has served as Associate Director of the American Historical Association's History Education Project, and has been an officer and committee member in local and state teacher associations. Mr. Mow received an A.B. in history from DePauw University in Greencastle, Indiana, and an M.A. in history and education from St. Francis College in Fort Wayne,

Indiana. He has been working toward a doctorate in social studies education at Indiana University in Bloomington.

William E. Pulliam is in the Department of History and the College of Education at the University of Delaware, Newark, Delaware. He has taught United States and world history at Lawrence High School in Lawrence, Kansas, and at the University High School in Urbana, Illinois. At the University of Delaware he teaches European Civilization, supervises student teachers, and teaches social studies methods courses. In 1968, Dr. Pulliam was Team Coordinator for the American Historical Association's History Education Project. In 1971 he was Associate Director of the NSF Geography Institute, and in 1972 he served as Assistant to the Director of the Ford Social Studies Dissemination Project at the University of Indiana. He has developed curricula for instructional programs in methods of teaching social studies, and he participated in the Illinois Social Studies Project from 1963 to 1965. William Pulliam's research efforts have concentrated on the teaching of world history in the secondary schools of the United States. He has been the recipient of an Asian Society Fellowship (1958), a Fulbright Award (1965), and a grant from the U.S. Office of Education (1968). Dr. Pulliam earned his B.S. in education at the University of Kansas, and his M.A. and Ph.D. in history at the University of Illinois.